

4 month reporting date 5/30/06
8 month reporting date 9/30/06
12 month completion date 1/30/07

Castlewood School District Improvement Plan/Progress Report Form

Principle: 5 – Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03 Content of individualized education program (IEP) Present level of performance

A student's IEP must contain present levels of performance based upon the skill areas affected by the student's identified disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process.

In twelve of twenty-three files reviewed, present levels of performance did not consistently contain the required content (i.e. specific skill area(s) affected by the student's disability, to include strengths and needs, along with how the disability affects the student's involvement in the general curriculum). Parental input was consistently documented in the present levels of performance. File reviews and interviews with staff indicated a need to improve functional assessments to acquire the skill-based information to develop present levels of performance for students eligible for special education services.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that student's present levels of performance (PLOP) consistently contain the required content (i.e. specific skill area(s) affected by the student's disability, to include strengths, needs along with how the disability affects the student's involvement in the general curriculum and parent input).

1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Present levels of performance (PLOP) for all students will consistently contain the required content (i.e. specific skill area(s) affected by the student's disability, to include strengths, needs along with how the disability affects the student's involvement in the general curriculum and parent input).

4 month reporting date 5/30/06
 8 month reporting date 9/30/06
 12 month completion date 1/30/07

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will hold an in-service for all special education staff on writing present levels of performance.</p> <p>What data will be given to SEP to verify this objective? The date of the in-service and those attending will be submitted to the SEP office.</p>	May 30, 2006	NESC and Castlewood staff	(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			
<p>1. What will the district do to improve? Present levels of performance will contain specific functional skills for development of goals and objectives. All Present levels will state the student's strengths, needs and how the disability affects the student's involvement in the regular education classroom setting.</p> <p>What data will be given to SEP to verify this objective? NESC will check 50% of the IEPs written during the 6 month reporting period and report the total number reviewed, the number containing skill specific present levels linking to functional assessment and how the disability affects the student's involvement in the regular education classroom.</p>	May 30, 2006	NESC and Castlewood staff	
Please explain the data (4 month)			
Please explain the data (8 month)			

4 month reporting date 5/30/06
8 month reporting date 9/30/06
12 month completion date 1/30/07

Please explain the data (12 month)

Principle: 5 – Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:13.02 Transition Services and ARSD 24:05:27:01.03(1) Content of individualized education program (IEP)

Transition services are a coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's strengths, preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Through file reviews and interview with staff, the review team concluded transition assessments are completed; however, the information was not documented in student's present level of performance (PLOP). The present levels of performance for the five transition areas (employment, independent living, community participation, adult services and post secondary) should be based upon the functional assessment information. The present levels of performance lacked the student's strengths, weakness/needs regarding school to secondary activities. In addition, file reviews indicated a plan was not developed as to how the students would meet their postsecondary outcomes. This documentation was found in seven of ten transition age student files reviewed as completed by the resource room teacher. Transition services and activities need to be utilized as a planning device to help ensure the students achieved their desired outcomes for employment and independent living. The student's IEPs did not have a coordinated set of activities which addressed the individual student's needs.

4 month reporting date 5/30/06
 8 month reporting date 9/30/06
 12 month completion date 1/30/07

<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure students in need of transition services, have within their IEP an outcome orientated plan designed to assist students in moving out of school into appropriate post-secondary settings. The present levels of performance will contain the student's transition strengths and needs based upon evaluation. Based on the student's IEP PLOP for transition the district will address appropriate activities/services, person responsible or initiation dates which would promote movement to adulthood.</p>			
<p>2. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>All students in need of transition services will have it addressed on their IEP.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>
<p>1. What will the district do to improve? The district will hold an in-service for appropriate special education staff to review and discuss transition issues.</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the date of the meetings, list of people in attendances and summary of outcome(s).</p>	<p>May 30, 2006</p>	<p>NESC and Castlewood staff</p>	<p>(completed by SEP)</p>
<p>Please explain the data (4 month)</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

4 month reporting date 5/30/06
 8 month reporting date 9/30/06
 12 month completion date 1/30/07

<p>2. What will the district do to improve? All IEPs of students 16 and older will provide transition services including life outcomes and course of study. Students 16 or younger if needed will show a summary of the student's present levels of performance in the area of transition, and all five areas will have documentation of being addressed at all meetings. Assessment results will be used to determine activities needed to achieve the student's post-school goals.</p> <p>What data will be given to SEP to verify this objective? NESC will check all IEPs of students 16 and older for transition services. The number of files checked and the percent containing transition activities will be reported to the SEP.</p>	<p>May 30, 2006</p>	<p>NESC and Castlewood staff</p>	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:27:01.02 Development, review and revision of the IEP- Consideration of Special Factors</u> In six of twenty-three student files reviewed, behavioral assessment and/or present levels of performance contained information regarding the impact of student behavior on educational performance. However, in developing the IEPs for these students, the team checked "no," that the behavior does not impede learning and did not address strategies, including positive behavioral interventions and supports to address the behaviors.</p>			

4 month reporting date 5/30/06
 8 month reporting date 9/30/06
 12 month completion date 1/30/07

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

When a student's behavior impacts his/her educational performance the district will ensure a behavior intervention plan is written which addresses strategies, including positive behavioral interventions and supports to address the behaviors.

3. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All students who whose behavior impacts his/her educational performance will have a behavior intervention plan written which addresses strategies, including positive behavioral interventions and supports to address the behaviors.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? Students whose evaluations indicate any attention/behavior difficulties will be addressed in the present levels of performance, goals and the section provided for documenting how behavior impedes learning.</p> <p>What data will be given to SEP to verify this objective? All student IEPs with behavior concerns will be checked by NESC. The total number of IEPs reviewed and the number of IEPs with behavior concerns that were addressed appropriately within the IEP will be submitted to the SEP.</p>	May 30, 2006	NESC and Castlewood staff	(completed by SEP)

Please explain the data (4 month)

Please explain the data (8 month)

Please explain the data (12 month)